

b	c	d	f	g	h	j	k	l	m	n
bed	cat	dog	fish	goat	hat	jug	key	lion	man	nest
p	r	s	t	v	w	y	z	a	e	i
pet	rock	sun	table	voice	win	yet	zip	apple	engine	Insect
o	u	æ	ee	ie	œ	uc	wh	ch	sh	th
hot	umbrella	angel	eel	ice	oat	uniform	wheel	chair	shoe	thumb
th	au	ɔɪ	ou	ŋ	ɔ	ʒ	ɹ	ə	əʊ	ʊ
that	auto	oil	owl	ring	dogs	garage	bird	father	book	moon

PITMAN ALPHABET

FIGURE 1 (PRIOR ART)

1/23

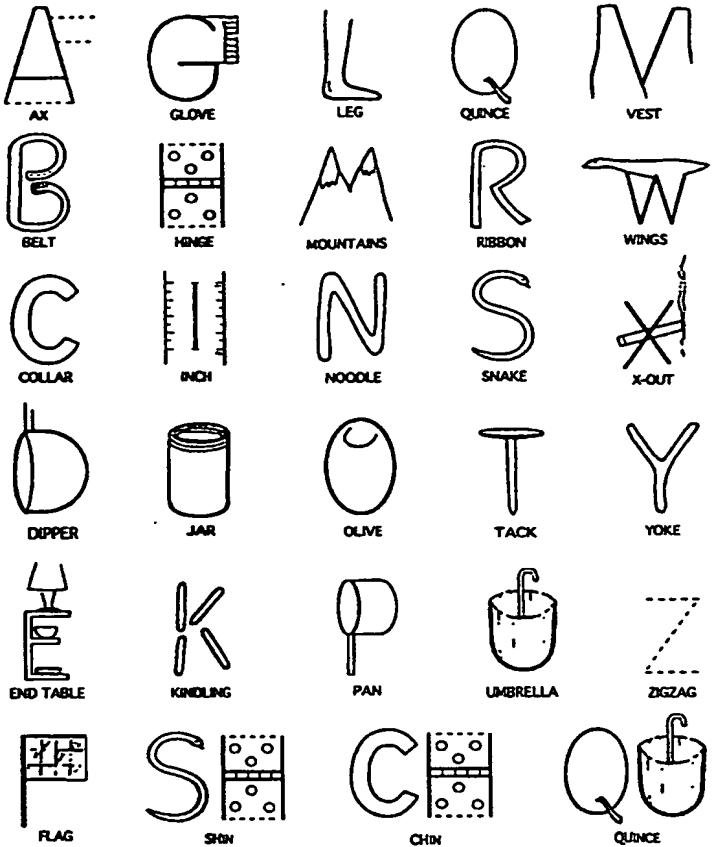
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æ	long i (e as in machine)	ɪ	short i (i as in it)	ÿ	ay (as in eye)
ɛɛ	long e (e as in grey)	ɛ	short e (e as in desert)	øø	ow (ow as in cow)
əə	long a (a as in art)	ə	short a (a as in cat)	ɯɯ	wu (wu as in wonder)
øø	long ah (au as in aught)	ø	short ah (o as in cot)	ʌʌ	yee (y as in you)
ɔɔ	long o (o as in tone)	ɔ	short o (o as in woman)		
øø	long oo (oo as in moo)	ø	short oo (oo as in book)		
ɸɸ	h (h as in hurrah)	θθ	gay (g as in good)	ðð	esh (sh as in short)
ʃʃ	pee (p as in pet)	ɸ	ef (f as in France)	ʒʒ	zhee (z as in measure)
ββ	bee (b as in bee)	β	vee (v as in voice)	χχ	er (r as in ride)
t̄t̄	tee (t as in teach)	l̄l̄	eth (th as in think)	l̄l̄	el (l as in letter)
d̄d̄	dee (d as in Deseret)	θ̄θ̄	thee (th as in they)	ɾɾ	em (m as in Macintosh)
čč	chee (ch as in cheese)	ɸ̄ɸ̄	es (s as in said)	n̄n̄	en (n as in nice)
ɟɟ	jee (j as in John)	z̄z̄	zee (z as in zebra)	ŋŋ	eng (ng as in sing)
k̄k̄	kay (k as in kitten)				

DESERET ALPHABET

FIGURE 2 (PRIOR ART)

BASIC LETTER SHAPES AND SOUNDS



TRAINING WHEELS ALPHABET

FIGURE 3 (PRIOR ART)

1 ʃ 1 1 2 8 7 1 1 1 5 2
 up be to do can go think the for of so is
 [p] [b] [t] [d] [k] [g] [θ] [ð] [f] [v] [s] [z]

1 2 1 2 1 / 1 1 1 1 1 6 8
 show vision which just you we have what ink will are me and
 [ʃ] [ʒ] [χ] [dʒ] [j] [w] [h] [hʷ] [ŋ] [l] [r] [m] [n]

1 1 1 2 1 9 1 1 1 1 1
 busy even ever able as my calm haul on oil among/us
 [ɪ] [i:] [e] [eɪ] [æ] [aɪ] [a:ə] [ɔ:ə] [ə] [ɔɪ] [əʊ] [əʊ/ʌ]

6 0 v ʌ h 1 1 1 1 1
 now toe pull boot use pair ark or err/array ian ear
 [əʊ] [əʊ] [ʊ] [u:] [ju:] [eər] [ɑ:r] [ɔ:r] [ə:r/ər] [ɪə] [ɪər]

QUICKSCRIPT ALPHABET

FIGURE 4 (PRIOR ART)

Chekt Klipt Spel3	Spanglish
W'ns 'apon 'a tym x biutifl dotr 'v 'a gret m'aji5n wantd mor p'rlz tu pu.t 'amu.3 h'r tre2iurz."Lu'k thru x sentr 'v x mun 'wen i.t.i.z blu," sed h'r m'uxr in ansr tu h'r kweschn, "Yu myt fynd yur hartz dizyr."	Wans apon a taim the biutifl dotr ov a greyt majishn wanted mor prlz tu pwt amang hr trezhiurz."Lwk thru the centr ov the mun wen it iz blu," sed hr mathr in ansr tu hr queschn, "Yu mait faind yur hartz dizair."
ALC Fonetik	Nyu Romaji
Wuns upon a tiem, the buetiful dauter of a graet majishan wonted mor perls to puut amung her trezhers. "Luuk thru the senter of the moon when it is bloo," sed her muther in anser to her uestion, "You miet fiend yur harts dezier."	Wans apon a taim the biutifel dooter ov a greyt majishn wanted mor perlz tu put amang her treezhyurz. "Luk thruu dhe ceenter ov dhe muun hwen it iz bluu," seed her mather in aenser tuu her queeschen," Yuu mait faind yur haartz dizair."
Truespel	OGD positional
Wuns upawn u tiem, thu byuetifool dawtur ov u graet majishan waantud mor perls to poot amung her trezhurs. "Luuk thru the senter awv thu muen when it iz blue," sed hur muthur in ansur to hur kwestion,"Yue miet fiend yur haarts dezier."	Wuns upon a tym, the biutiful dawter ov a grait majition wonted mor perls tu puut amung her trezhers. "Lwk thru the senter ov the moon when it is blu." sed her muther in anser tu her question, "Yu myt fynd iur harts desyr."
RiteSpell	Igliz
Wuns upon a time, the biutiful dawter ov a grate maajishun wonted mor perls tu poot amung her trezhers. "Look thru the center of the mune when it is blue." sed her muther in anser tue her queschun, "Yu mite fined yure harts desire.	W'ns 'pon ' taim d biutifl dotr 'v ' gret m'jiz'n want'd mor p'rlz tu put 'muq h'r trezhiurz."Luk thru d sentr 'v d mun wen it iz blu," sed h'r m'udr in ansr tu h'r kweschn, "Yu m'yt fynd yur hartz diz'yr."

Figure 5 (prior art)

36 Sounds of Guffanti Initial Teaching Alphabet

<i>ah</i> as in apple	<i>o</i> as in otter	<i>uh</i> as in duck	<i>ea</i> as in eagle
<i>fff</i> as in fish	<i>rrr</i> as in rat	<i>ch</i> as in chip	<i>oa</i> as in goat
<i>kkk</i> as in kangaroo	<i>sss</i> as in sun	<i>vh</i> as in van	<i>oo</i> as in food
<i>lll</i> as in lion	<i>ttt</i> as in tiger	<i>sh</i> as in ship	<i>oy</i> as in toy
<i>mmm</i> as in mom	<i>zzz</i> as in zebra	<i>wih</i> as in wolf	<i>ow</i> as in cow
<i>hhh</i> as in horse	<i>jih</i> as in jet	<i>th</i> as in thimble	<i>ou</i> as in foot
<i>eh</i> as in egg	<i>gih</i> as in gift	<i>yih</i> as in yak	<i>ie</i> as in tie
<i>ih</i> as in itch	<i>dih</i> as in dog	<i>ay</i> as in ape	<i>th</i> as in bathe
<i>nnn</i> as in nest	<i>bih</i> as in bee	<i>pih</i> as in pig	<i>zh</i> as in treasure

FIGURE 6

6/23

Rec'd PCT/PTO 15 MAR 2005

WO 2004/025603

PCT/US2003/030790

10/528321

Short vowel sounds

- a *ah* as in apple
- e *eh* as in egg
- i *ih* as in itch
- o *o* as in otter
- u *uh* as in duck

Long vowel sounds

- ay* as in ape
- ea* as in eagle
- ie* as in tie
- oa* as in goat
- (y)oo* as in us

FIGURE 7

7/23

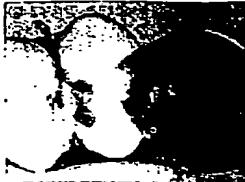
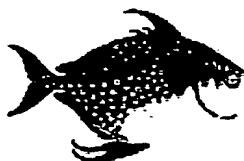
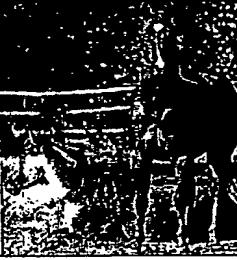
a		f	
	apple		fish
k		l	
	kangaroo		lion
m		h	
	mom		horse
e		i	
	egg		itch
n			
	nest		

FIGURE 8

8 | 23

BINGO

Purpose:

Have fun and learn the nine sounds these symbols make. Additional instructions for Bingo are at the beginning of this lesson.

Roles:

Caller: Calls out the sounds the letter makes using the picture name if needed to clarify. Example: Caller says "eh as in egg." After Bingo is called out by a player check the sounds by calling them out again.

Player: Places Bingo chips on the board in the appropriate square. Note: Several letters appear more than once. Let the player cover only one letter each time it is called. Which one he covers is his choice. When checking your Bingo remove chip as caller calls out each sound.

Variations: Player removes chips to check Bingo, and pronounces each sound. Play to cover all the squares.

a	e	i	l
n	f	l	m
h	m	a	k
i	k	n	e

FIGURE 9

Blending Sounds into Words

Many consonants are sounded by adding a vowel. Traditionally, the vowel used is *uh*. But *uh* is a very strong vowel and hard to drop when blending. For this reason use an *ih* sound, as: *bih, dih, gih, pih*. When blending a word like *bad* be sure the student substitutes the vowel *ah* for the vowel *ih*, placed there so the consonant can be heard. For example, blending *bad* goes:

Bih + ah = bah (It is hard for some students to replace the *ih* with another vowel. They will tend to keep the *ih* and *ah* saying *bihah*. If this is your problem have them place their fingers on their lips and yours and say *b* [with no *ih*] and then *ih* and then blend them. Often a child can feel the difference and they don't need to hear the *ih* to feel the *b*.)

then bah + dih = badih

And finally ***bad***.

This process is very important with multi-syllabic words. Blend each syllable rather than blending each letter from first to last.

For example, *yesterday*:

yih + eh = yeh,

yeh + sss = yes

then *tih + eh = teh,*

teh + rr = ter

Now blend the two syllables

yes + ter = yester ... And so on.

Make sure the student is blending out loud. Sometimes the student will blend a word he knows, and pronounce it, yet still not recognize it. Work with him until he does. (You might ask him to say it again faster – or ask if he knows that word. Or ask what that word means.) If he reads a word new to him, tell him what the word means and use it in a sentence.

Using the Peeker:

To a new reader a page full of words is overwhelming. She starts to search the page for something familiar instead of reading the first word at the top left corner. The peeker helps her take one word at a time and practice blending these sounds into words she knows. If it is fun for the child, let him decorate his peeker.

FIGURE 10

10/23

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WO 2004/025603

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10/528321

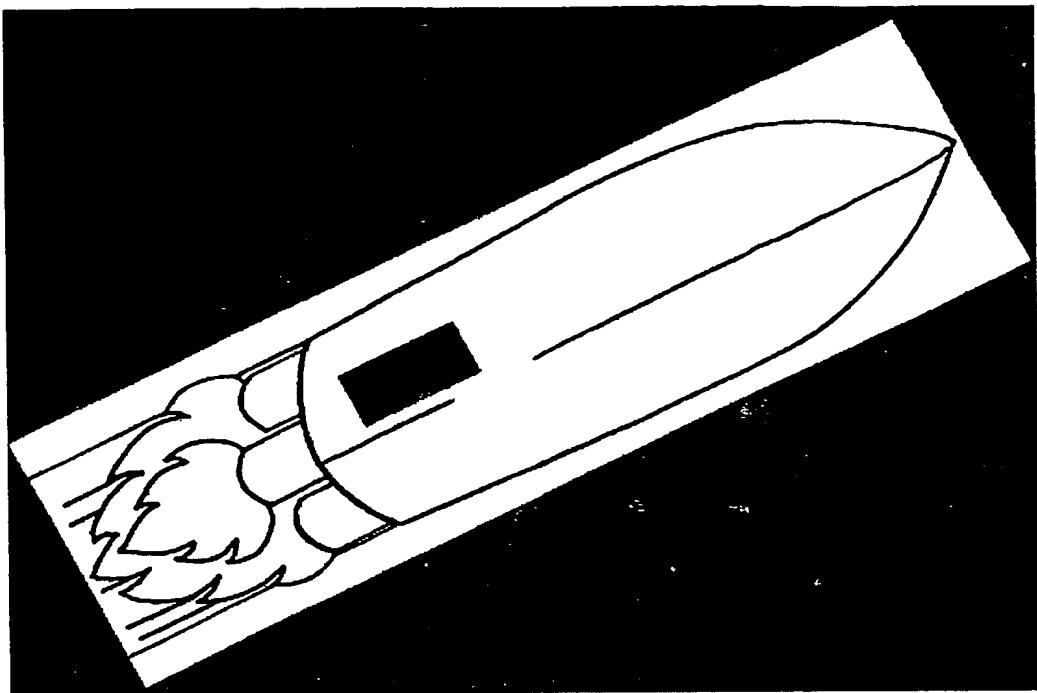


FIGURE 11

11/23

Reading Practice

On this page, your child will begin reading words. Exciting! Tell your student, "We're going to begin reading now!"

1. Show the child how to use the peeker to reveal the first word only, *an*.
2. Ask your student to say out loud each symbol separately. (As needed, refer to the symbol cards or the page of the first nine symbols.) Your child will say "ah", and "n".
3. Praise and encourage your child.
4. Now ask your child to blend the sounds by saying them faster, "ah-ni", and again, "an".
5. Demonstrate this blending as much as you need to so your child understands.
6. After your child reads *an*, move the peeker to the right to reveal *man*. Ask your child to sound out each symbol, "mi", "ah" and "ni". Then ask her to blend "mi" and "ah". After she says "mah", show her how to add the "ni" sound next to say "man".

That's it! Like magic, your child is reading. Continue through the top row and the rest of the rows. Explain words your student doesn't know or read the meaning from a dictionary if you prefer.

(Note: a few of these words are names. Because we have not yet introduced capital letters, we've written these words using lower case letters.)

an	man	fan	lank	hank
am	ham	lam	hill	nil
ill	mill	fill	kill	
in	kin	fin	inn	
ink	mink	kink	link	fink
ken	men	hen	len	hem
him	kim	nell	fell	if

FIGURE 12

First Common Word List 10/528321

a a_	ear_	I_	off_	the
the_		ie		u ea
u ay				
add_	eat_	if_	on_	them_
am_	end_	in_	play_	then_
an_	fast_	it_	ran_	thing_
and_	fat_	job_	red_	think_
ask_	fill_	jump_	run_	this_
at_	fish_	just_	sat_	too_
bad_	food_	last_	say_	top_
bed_	full_	left_	set_	town_
best_	get_	let_	shall_	up_
big_	got_	long_	sing_	upon_
boy_	had_	man_	soon_	us_
bring_	hand_	may_	stand_	way_
brown_	hat_	mean_	stop_	well_
but_	hear_	men_	such_	will_
day_	help_	much_	tell_	wish_
dear_	her_	must_	ten_	with_
did_	him_	near_	than_	yes_
dog_	hot_	not_	thank_	yet_
down_	how_	now_	that_	your_
each_				

Figure 13

Two-Letter Blends

To show some sounds we create a blend symbol. We use two letters and underline them. For example, we will use ay for the a sound in *ape*.

Some words will have two blends next to each other. To help you spot the two, we usually split up the underlining of one. For example: ea + ch = each.

Also, be sure to spot the differences between two similar blends made with *th*:

th as in thimble is a smoother sound;

th as in that vibrates more.

Hear the difference?

th: thin think bath path

th: them then that this

FIGURE 14

14/23

Bingo

<u>ay</u>	e	i	u
<u>th</u>	<u>ch</u>	y	<u>sh</u>
w	v	<u>sh</u>	<u>th</u>
p	<u>ch</u>	u	<u>ay</u>

FIGURE 15

15|23

Prompting Rules

1. **Never sound faded-out letters.**
2. **Sound out the symbol underneath the faded-out letter.** For example: in the word *made* the *a* is faded and an *ay* is underneath so the sound is like the *a* in *ape* rather than the *a* in *apple*. The *e* is faded with nothing underneath because this letter makes no sound in this word.
3. **A two-letter symbol underlined makes one sound.** In the word *may* we will simply underline the *ay* rather than fade both and retype them underneath with the underline.

Capital letters have the same sound as lower case letters.

Syllables: When possible we prefer to leave multi-syllable not divided into syllables. We find this speeds development of sight words. However, experience has shown us some words are learned more easily if we divide them. Thus, you will find some words divided and some not.

Apply:

Play the Simon Says Game. Have the student read the sentence. The teacher, with or without the students, can do the funny action. Be sure to do each action that Simon says because the child deserves an emotional reward after each sentence. Remember, teach reading so that your students have fun and they will learn to enjoy reading.

Note: Some of the commands are a straightforward action, like "put your hands on your head". Others involve pantomime, and the teacher will need to instruct the students to pretend to do the action, such as "(pretend to) hold a dog and brush his long fur."

In these lessons you also will find some jokes and riddles to read and enjoy together. Your student may read them all, or you can take turns. The important point is to have fun reading!

Sight word test: At the end of lesson 2.5 you are given a prompted list of common words. After she reads these competently, ask the student to read the unprompted First Common Word List included in this kit. Mark which ones she can read and retest the missed words after 3.1. After each word appears on the list of common words we will stop prompting it. If your students consistently have difficulty reading the majority of these words, contact us for additional prompted practice.

FIGURE 16

16/23

PWO 2004/025603

PCT/US2003/030790

10/528321

Words are not always spelled the way they sound. Our next step is to correct the words to show how they sound. We call this prompting. We print prompted words in blue.

We prompt three ways: First, we underline to show when two letters are a blended sound, like this: day. The *a* and *y* make only one sound. Second, we gray out letters that make no sound, like this: *when*. Third, for those letters that make completely different sounds we gray out those letters and place the sounds underneath, like this: *laugh*.

down	eat	much	know	give	a	the	again		
from					oa	u	u	e	u
any	me	be	own	like	by	my	can	come	do
e ea	ea	ea	oa	ie	ie	ie	k	ku	
oo									
call	all	good	of	old	or	for	so	go	no
most	o	ou	uv	oa	oa	oa	oa	oa	oa
as	has	his	been	would	could	stood	took		
book	z	z	i		k		ou	ou	ou

FIGURE 17

17/23

Rec'd PCT/PTO 15 MAR 2005

WO 2004/025603

PCT/US2003/030790

10/528321

Capital letters: The capital letters are listed at the end of Simon Says in this lesson. Before this list, below each capital letter you will find its lower case symbol. They both sound the same! Practice recognizing both forms.

18 | 23

Swo 2004/025603 For longer words easier, I have divided some of them into separate sound units, such as yesterday.

Acccented Syllables: We will also place in heavier type the syllable that is acccented, or stressed. Look at these two pronouciations:

pro•duce (As in: Fruits are in the produce section.)
oa oo s

pro•duce (As in: A factory can produce thousands of toys each day.)
u oo s

You can hear the accent on the first syllable in the first word, and on the second syllable in the second word.

Funny Things to Read

What bow can never be tied?
w u oa k u ea

– a rain•bow.
u ay oa

What has bark, but no bite?
w u z o oa ie

– a tree.
u ea

What is the best way to paint a river?
w u z u oo ay u u

-- with water•colors.
o u k u z

WO 2004/025603
Simon says Game
 s ie u e z g ay

Simon says, "Wiggle five fingers."
 sie u e z w ul ie u z

Simon says, "Wiggle four fingers."
 sie u e z w ul oa u z

Simon says, "Say please and thank you."
 sie u e z s z oo

Simon says, "Say I am funny."
 sie u e z s ie ea

Simon says, "Say what time it is."
 sie u e z s u ie z

Simon says, "You should sit down."
 sie u e z y oo

Simon says, "Boys can get up."
 sie u e z b z k

Simon says, "Find the color brown."
 sie u e z f ie u k u u

Simon says, "Look full of hope."
 sie u e z l ou uv oa

Simon says, "Look right, then left."
 sie u e z l ou ie

Simon says, "Tell seven people "Hi"."
 sie u e z t ea ul h ie

Simon says, "Part your hair on one side."
 sie u e z p o ay wu ie

Simon says, "Pretend to think hard."
 sie u e z p i oo o

Simon says, "Pretend you sat on a bee."
 sie u e z p i oo u ea

20/23

Simon says, "First, touch something black."
s ie u e z f u u ie

Simon says, "Second, point out something green."
s ie u e z s k u oy ow u ea

Simon says, "Third, show me the color red."
s ie u e z th u oa ea u k u u

Simon says, "Nod 'yes' if you like to work hard."
s ie u e z n oo ie oo u o

Simon says, "Point to a pair of brown eyes."
s ie u e z p oy oo u ay uv ie z

Simon says, "Pretend to carry your coat in the cold."
s ie u e z p i oo k ea k u k oa

Simon says, "Pretend to wash a hat in warm water."
s ie u e z p i oo o u o o u

Simon says, "Pretend to stand before a fine fire."
s ie u e z p i oo i oa u ie ie

Simon says, "Pretend to write a love letter."
s ie u e z p i oo ie u u u

Simon says, "Pretend to walk like old men."
s ie u e z p i oo o ie oa

Simon says, "Put your hand on your head."
s ie u e z p ou

Simon says, "Fly, fast and far away from here."
s ie u e z f ie o u u ea

Pretend to eat an apple. Another big apple.
p i oo ul u u u ul

The Capital Letters

aA bB cC dD eE fF gG hH iI jJ kK lL mM
nN oO pP qQ rR sS tT uU vV wW xX yY
zZ

Syllables. For longer words easier to read, we have divided some of them into separate sound units, such as yesterday.

Acccented Syllables: We will also place in heavier type the syllable that is accented, or stressed. Look at these two pronounciations:

produce (As in: Fruits are in the produce section.)
oa oo s

produce (As in: A factory can produce thousands of toys each day.)
u oo s

You can hear the accent on the first syllable in the first word, and on the second syllable in the second word.

FIGURE 18

VOWELS 2004/025603

Vowels are letters that have sounds that let other letters be heard more clearly. Vowels in the English alphabet are *a, e, i, o, u* and sometimes *y*. Every word needs at least one vowel to be heard. Unfortunately, many letters, especially vowels, change their sound when they are around vowels. For now, just notice that vowels are often prompted.

Wise Advice from Kids
ie z ie s u z

Don't sneeze in front of your mother when you're eating
oa ea u uv u u
crackers.
k u z

Puppies still have bad breath even after eating a mint.
ea z ea u u

Never try to baptize a cat.
u ie oo ie u k

Don't pick on your sister when she's holding a baseball
oa u ea z oa u ay o
bat.

FIGURE 19

23/23